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ABSTRACT

This document describes a practicum that developed and implemented a framework for increasing partnerships among business, industry, labor, and school districts. Implemented in a large, ethnically diverse district, the practicum sought to achieve the following objectives: (1) develop a comprehensive framework for forming partnerships; (2) increase training opportunities for students; (3) increase the number of apprenticeship relationships by at least 10 percent at all grade levels; (4) increase the financial and human resources contributed by business to the district by at least $10,000; (5) develop adult literacy programs; and (6) develop career path programs at the secondary level. The author acquired governing board approval for a board policy designed to encourage business-school district partnerships; established a task force on business partnerships; developed a time line for the partnership proposal; compiled a list of businesses within the district; developed and implemented a series of staff development activities, supported the development and implementation of a series of courses designed to support local business; compiled a list of partnerships at the beginning and end of the practicum; and developed and implemented a monitoring and evaluation system. Overall, the number of partnerships increased by 115 percent, and the project met or exceeded most of its objectives. Recommendations are made to devote sufficient funds and staff time to both development and ongoing evaluation; research local issues and task force training before implementation; provide inservice programs to all levels of district staff; create long-range goals; receive continuing input from local business; provide mutual benefits; and develop partnerships in conjunction with career clusters and paths. Nine tables are included. Appendices contain meeting agendas, a description of a career plan cluster, a "Business Partnership Satisfaction Survey," and a staff development presentation. (Contains 58 references.) (LMI)

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ED 363 002

Partnership for Progress: Development and Implementation of a Framework for Increasing Partnerships Between Business and School Districts

by

Mark E. Reid

Cluster 33

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Mark E. Reid under the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

3-15-93

Date of Final Approval of Report

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This writer would like to dedicate this practicum to his wife Melissa for her patience, support and encouragement during the writing of this document.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES vi

Chapter

I INTRODUCTION 1

Description of Work Setting and Community 1
Writer's Work Setting and Role 3

II STUDY OF THE PROBLEM 5

Problem Description 5
Problem Documentation 8
Causative Analysis 16
Relationship of the Problem to the Literature 19

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 23

Goal 23
Objectives 23
Measurement of Objectives 25

IV SOLUTION STRATEGY 28

Discussion and Evaluation of Solutions. 28
Description of Selected Solution 33
Report of Action Taken 39

V RESULTS, CONCLUSIONS AND RECOMMENDATIONS . 44

Results 44
Conclusion 56
Recommendations 60
Dissemination 61

REFERENCES 63

Appendices

A	AGENDA AND MINUTES - WORK PERMIT MEETING	69
B	PARTNERSHIPS WITH BUSINESS, LABOR & INDUSTRY - SITE LEVEL SURVEY	72
C	PARTNERSHIPS FOR PROGRESS - LOCAL BUSINESSES/ADDRESS LISTING FORMAT	75
D	DESCRIPTION OF WHAT A CAREER PLAN CLUSTER IS	77
E	BUSINESS SATISFACTION SURVEY	80
F	AUTHOR'S LOG	82
G	BOARD POLICY	85
H	EXAMPLE OF LIST OF LOCAL BUSINESS	89
I	TASK FORCE AGENDAS	93
J	STAFF DEVELOPMENT PRESENTATION	98
K	PUBLIC WORKS PRESENTATION	111
L	ADULT EDUCATION ANNOUNCEMENT	113

LIST OF TABLES

Table		Page
1	1989 Follow-up of 1986 District Graduates	10
2	1989 % of Graduates Dropping Out of College and Working Full-time	11
3	Semi and Unskilled Positions by Graduates and GPA	14
4	1992/ 93 Budget Development Preliminary Overview/ Planning	15
5	Overall Partnership Change between Pre & Post-test Survey	46
6	Partnerships by Elementary, Middle and Secondary Levels	48
7	Change in Partnerships at District Level (Including Adult Education)	49
8	Change in Student Training Opportunities	50
9	New Financial Resources by Educational Level	52

Abstract

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This practicum was designed to create workable solutions for the fundamental problem of a lack of support from business, labor and industry for local schools. Most districts, including the practicum district, have experienced a short fall in funds due in part to a recent down turn in the local, regional, state and national economy. Business, labor and industry in turn, needs the support of an internationally competitive work force in order to create an income base upon which to support local educational entities. The problems then, of both business, labor and industry and the educational system, are connected to each other in a world with an ever increasing inter-dependency between the educational system that provides the employees and the industrial system that employs them. The goal of the practicum was to involve business, labor and industry in the education of students through financial and human resource contributions to improve the condition of education, creating the wherewithal to improve students successful transition between school and work while benefiting the business community by supplying a productive work force.

The writer developed and acquired Governing Board approval for a Board policy designed to encourage partnerships between the District and business; established a task force on business partnerships; developed a time line for the partnership proposal; created a list of businesses operating within the boundary of the District; developed and implemented a series of staff development activities designed to increase the number of business partnerships; supported the development and implementation of a series of courses designed to support local business; at the beginning of the practicum process the writer developed a list of partnerships; at the conclusion of the practicum process another list of partnerships was developed; and a monitoring and evaluation system was developed and implemented.

The practicum resulted in the accomplishment of the goals and objectives created upon the outset of the proposal. The overall increase in partnerships was 115 percent with most objectives exceeding original expectations. Staff development workshops were held with all elementary and secondary school principals which provided them with additional expertise in the development of effective partnerships. Courses were established under the practicum for local businesss with substantial attendance by local and regional business persons at each of the course offerings.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The school district in which the "Partnership for Progress" program was implemented encompasses 325 square miles. In addition to this large geographical area, there is a mixture of suburban, urban and rural locations for the various school sites; racial and ethnic diversity; and a full range of economic strata. While the district's growth has dropped since its 1990 high of 13% growth to 7% growth, this growth has continued to remain ahead of the construction of new facilities, creating over crowded classrooms and schools.

The district's student population is undergoing a series of changes with a marked increase in the percentage of minority students. The district's percentages of ethnic minorities approximate those of the county and the state as a whole i.e., 57% non-hispanic whites and 43% ethnic minorities. However, the growth pattern for minorities has increased dramatically in the last five to seven years. In 1985, the district enrollment contained only 33% minority students. Today, with 43% minorities, the district minority enrollment has increased by 10% over the past seven years.

Students attending the district come from two areas; an urban, predominately non-white populated area and a suburban/rural area predominately occupied by white non-hispanic students. The inner city urban area has been characterized as having problems associated with inner city areas i.e., high crime rates, high failure rates in school and comparatively low test scores. The suburban area tends to have lower crime rates and better performance factors in school. The

physical distance between the two areas is extensive and in some cases it approximates over 10 miles.

The business community is represented by over 1,000 businesses most of which are small with fewer than ten employees. The businesses in the community reflect the nature of the community, that is a suburban and housing area for commuters from the inner city area. Most large businesses in the practicum area are located adjacent to the school district boundaries and the companies themselves do not reside within the school district. However, many of the owners and managers, as well as middle-level managers live within the school district. The predominate characteristics of the businesses are those associated with services provided to suburban homeowners. However, the district does house several light manufacturing companies, as well as two large hospital facilities and several educational establishments including the district itself.

The district is governed by a publicly elected Governing Board made up of seven members elected by area within the school district. The Governing Board membership accurately reflects the mixture of urban/suburban populations which are served by the school district.

The district administration is characteristic to the district serving approximately 30,000 students in that there are essentially four layers of administration between the Governing Board and the site level decision makers. First of all, the Governing Board itself, the Superintendent, the Deputy Superintendent and Cabinet, the directors of various programs and then the site level administration, teachers and students.

The support for the "Partnership for Progress" program emanated from the

Governing Board and Superintendent, and was actively supported by the Superintendent's Cabinet, Instructional Cabinet and implemented by the writer who was a director at the third level.

The business community is represented by various Chambers of Commerce participants in the school district's Finance Committee and specifically as participants in the "Partnership for Progress" Task Force. Members of the Task Force represented the wide variety of businesses that support the community of the district.

Writer's Work Setting and Role

The writer has over 20 years of school district experience and during the implementation period, was responsible for the development and implementation of alternative and vocational programs in a large urban/suburban rural school district. During his first six years in education, he taught business and economics on a comprehensive high school campus, as well as in an alternative school campus. He was then employed for eight years in site level administration as a teaching assistant principal, assistant principal, and principal. During the years of site administration, he operated a wide variety of alternative programs and was responsible for various programs relating to job training, placement and follow up activities for young people and adults. In his last eight years, he has worked at the school district level in administration and has been responsible for a wide variety of programs designed for vocational students, as well as alternative students. During his practicum process, he was responsible for vocational education and educational options in a district with 30,000 students, three high schools, three middle schools

and 24 elementary schools, as well as three alternative programs and an adult school.

The "Partnership for Progress" program was developed by the writer and he was responsible for it to the Governing Board, Superintendent and Deputy Superintendent of Instruction. He had the authority to develop, monitor, evaluate and implement new vocational programs including the "Partnership for Progress" program. He was responsible to coordinate the program with all school principals with the district level administration and with all other interested community members. The private businessmen and women, administrative staff and teachers assigned to the Task Force on partnerships with business were supported by the writer as the facilitator of the steering committee on developing business partnerships. The writer's relationship to the community members, instructors and administration was as a district-level resource, a support person who had the authority for the fiscal, operational administration of the program. The writer monitored all implemented programs, including the completion of annual evaluation and follow up study.

CHAPTER II

THE STUDY OF THE PROBLEM

Problem Description

Business, labor and industry interested in a large metropolitan school district were not sufficiently involved in the planning and operation of the district. The lack of business, labor and industrial involvement in schools exacerbated the problems of students' apathy toward school, their lack of mentors, their lack of technical training, their lack of state-of-the-art equipment and supplies, and their lack of success in making the transition between school and work. Recent federal, state and local financial cutbacks reduced the amount of funds the district had for providing educational services to students. These cutbacks, as illustrated in Table 1, not only reduced the district's ability to provide the regular educational services for students, but prevented the flexibility of experimenting with new ideas and implementing those ideas described in America's Choice: "High Skills or Low Wages" (National Center on Education and Economy, 1990), that is, to develop an effective educational system that will provide employers with qualified new employees.

Significant efforts had been made by the district to create both site level and district-wide partnerships between itself and business, labor and industry. Several difficulties had been encountered by the district in pursuit of new and expanded partnerships. First of all, the district had not developed a comprehensive plan that would encourage business, labor and industrial support for students. Lacking a plan, the district experienced an inconsistent pattern of industrial support. In addition to the absence of a plan, the district provided no organizational support for

the activities of district employees toward the end of creating new and effective partnerships. Moreover, many of the members of the district did not have the expertise necessary to make lasting relationships with business, labor and industry.

The lack of effective support of business, labor and industry impacted all of the students and staff of the school district, members of the business, labor and industrial community and the community at large. The students were effected most dramatically by not receiving the education necessary to be successful adults in an increasingly competitive world. The need for active involvement both personally and in terms of financial support by the business, labor and industrial community for every student was illustrated by many students' lack of success in employment; as well as, the employers' competitive disadvantage with companies in other regions and countries using students, who had been provided with the support of business, labor and industry throughout their education.

Educational staff were effected because they were unable to provide their students with state-of-the-art human and capital educational resources. "At risk", special needs students or those alienated from the present system (Smey-Richman, 1991), became a frustration for site level staff faced with overcrowded classrooms and difficult social problems. In addition, schools were often unable to afford the latest educational technology to provide their students with the necessary competitive edge for future employment.

The business, labor and industrial communities were effected because they could not utilize modern business organizational techniques with new employees who had weak academic and vocational skills and lacked a strong work ethic. The new work organizations demand the use of interpersonal relationship skills and

higher order thinking skills by everyone. Many students completing high school had been unable to perform in either area.

The community at large suffered from poor participation from business, labor and industry because without an effective work force, the local economy worsened. The nation also suffered as productivity was eroding its position within the new competitive world order, creating a decline in the standard of living for all citizens.

The aforementioned problems associated with the lack of development of partnerships between business, labor and industry and the district had not been solved because, as with most large metropolitan school districts, the day-to-day pressures of operating a school district prevented the district from concentrating the time and effort necessary to build effective partnerships between themselves and business, labor and industry.

The writer found no existing resistance to the development of a plan and the implementation of a program to improve the relationship between the district and business, labor and industry. What appeared to be missing from past efforts, was a coordinated plan and the expertise necessary to create the atmosphere that would enable the district to dramatically improve the number and quality of partnerships between itself and business, labor and industry. The district had in the past developed some fairly remarkable partnerships which had some success. However, on balance, the number and the quality of partnerships was insufficient to effect the education of the majority of the students in the district.

Problem Documentation

The supportive data describing the problem of non-effective partnerships between districts and business, labor and industry are presented for a typical large metropolitan school district. The data originated from six sources: the district follow-up survey of graduates, the district's budget projections for the coming year, responses from local business, labor and industry, the needs analysis for technological expertise and equipment in the district, and the absence of a district coordinating body or resource list for the development and maintenance of partnerships.

The initial source of documentation of the local problem was the lack of student success after graduation from the district. In a study done in 1989 of the graduates of 1986, it was found that the majority of students did not complete their post-secondary training. Additionally, the study concluded that a majority of students were working in non or semi-skilled jobs at non-competitive wages. The study compared a relatively positive rate of college entry upon high school graduation in 1986 of 70.8% with a college attendance rate of 46.3% up to three years in 1989. Over 28% of students quit college without earning a degree during that period (see Table 1). These statistics documented two important concepts; not all high school students are college bound; and, entry into college does not guarantee completion of a degree. 45.2% of these 1986 graduates had either no training or had quit three years following graduation. Only 83.3% were working after high school, leaving 16.7% unemployed and many others working unskilled or semi-skilled jobs. Such statistics echo the plight of non-college youth nationwide (The Forgotten Half: Non-college Youth in America, 1988). The largest percentage

of students quitting college without a degree were the Filipino and Black ethnic groups respectively. The Asian group had the lowest percentage of graduates leaving prior to graduation (see Table 2).

In 1989, over 60% of the 1986 graduates were working full time or part time in jobs in semi-skilled/skilled categories. Most of these jobs were semi-skilled in nature, such as waiters/waitresses, store clerks, etc. as reflected in the occupational areas in which students were most frequently employed: Service/Maintenance 30.8%, Sales/Marketing 18.8% and Food/Entertainment 14.6%. In the study, Hispanic graduates were most often working full time while the Asian group were most frequently not working (see Table 2). An inverse relationship was evident between the degree to which graduates were attending college and the degree to which they were working.

Three years after graduation, the positive relationship remained observable between graduate performance in high school (cumulative GPA) and the extent to which graduates participated in college studies as well as their job skill levels (see Table 3). Thus, without partnerships providing extra job-training and career goal orientation, graduates appeared to perform poorly after graduation whether or not they had attended post-secondary training.

Table 1

1989 Follow-up of 1986 District graduates

N=401

Post-Secondary Training (1986)		Employment (1986)	
Entered after H.S.	70.8%	Working after H.S.	83.3%
Post-Secondary Training (1989)		**Employment (1989)**	
Attended some	83%	Employed	84.9%
Completed or continuing	54.9%	Full-Time	45.8%
a. AA degree	24.5%	Part-Time	33.3%
b. Technical	5.5%	a. Unskilled	7.8%
c. BA degree	23.9%	b. Semi-skilled	60.8%
No training or quit	45.2%	Total un and semi-skilled	68.6%

Table 2

1989 % of Graduates Dropping Out of College and Working Full-time by Race

Race	% of College Dropouts
Filipino	31.8
Black	30.4
Asian	20
Hispanic	26.9
Non-hispanic White	29.1

Race	% Working Full-time
Hispanic	50
Asian	33.3
Black	43.5
Filipino	40.9
Non-hispanic White	47.9

The second source of information regarding the lack of partnerships is found in the district budget projections for the 1992-93 school year (see Table 4). Without sources of income from non-governmental agencies many districts are forced into huge budget cuts to maintain solvency during the downturn in the economy.

Local business leaders had expressed concerns regarding graduates' preparation for productive employment after graduation, both interpersonally and academically. They also commented on the inadequate quality of the present work force. These comments were reflected in the agenda and minutes from initial exploratory meetings with the business community (see Appendix A).

The need for technology to prepare students for the world of work was well documented in research by the National Center for Research in Vocational Education (Raizen, 1989), various journal articles (Pearlman, 1989; Cole, 1989; Benson, 1990), and finally the district "School Technology Plan". However, while the need for such technology was obvious, so were the costs. Despite district commitment to the implementation of the technology plan, resources and staff expertise had not matched the growing needs.

Yet another problem in the district was that while partnerships existed, they existed in isolation from each other with little or no coordination of effort, planned organization or district monitoring. There was no district-wide body concerned with the analysis of need as compared to the strategy for obtaining solutions. Thus, one school might have developed a partnership through grant funding to restructure, but not district policy or attempt to coordinate effort was made, placing that program in jeopardy once the grant funding was exhausted. A corresponding

problem arose for business that chose to be active as multiple requests were made of a single business with limited resources. This became a particular problem in the southern area of the district which had fewer and smaller businesses all being approached on the same issue.

Table 3

Semi- and Un-skilled Positions by Graduates with Lowest and Highest GPA

Semi-Skilled	
Highest GPA (3.0 to 4.0)	Lowest GPA (1.0 to 1.99)
37.7	19.6
Un-Skilled	
1.6	14

Table 4

1992/ 93 Budget Development Preliminary Overview/ Planning - December 3, 1991

Funding Uses (Expenditures)		Funding Sources (Income)	
Ongoing 1991/92	$102,369,591	1991/92	$100,058,255
Additional 92/93 Costs		1992/93 Sources	
a. Mandated	$ 3,391,909	a. Revenue limit	$ 4,749,457
b. Growth	3,237,671	b. ISP income	(70,085)
		c. Spec Ed growth	490,453
Total	$108,999,171	Total	$105,228,080

Estimated 1992/93 Budget Cuts

Total Projected Uses	$108,999,171
Total Funding Sources	$105,228,080
Estimated 1992/93 Budget Cuts	$ 3,771,091

The problem of the lack of effective partnerships and coordination of effort was also evidenced by the absence of a list of local business, labor and industry from which to build contacts and resources for the future. The existence of such a list would have enabled the district to monitor the involvement of businesses and target efforts to develop partnerships with those non-participants. This would also have prevented the aforementioned overuse of those businesses willing to commit resources. Finally, the list would have enabled the creation of an effective labor market survey and the ability to target similar groups for specific area or topical needs.

Causative Analysis

The problem of lack of business, labor, and industry involvement in the school had three major contributing issues identified prior to the implementation of this proposal. These issues stemmed from historical relationships between private industry and the schools, as well as educational movements and the economy. However, during the implementation phase a fourth factor became apparent--that of placement of the responsibility of such involvement within the district administration.

Initially, during the industrial revolution, education advocates found themselves fighting with business interests as it joined child advocates to promote the Child Labor Laws. It was then the stance that a child's education was more important than working--somehow suggesting they were separate entities. Over time this became a struggle between "rugged individualism" and the "Taylor Model" as they believed all had a right to an education, but really had no need for a more

than marginally educated work force, and a few well-educated managerial/ or research positions. (National Center on Education and the Economy, 1990) However, after 1960 this division between the value of education and the value of the work place began to create economic problems as business, labor, and industry began to require more highly trained employees to manage the increasingly technological economy (Kearns, 1986; Harris, Lou & Associates 1986). Thus, they have been in the awkward stage of mending bridges, breaking down communication barriers, and recognizing common goals and values between education and business so that they can effectively work together. Such was the case locally, as the few existing district partnerships struggled to overcome jargon differences, and the balance had not bridged the gap between the needs of education and business. In addition, educators seemed leery of depending upon business for long term commitments (Perry, 1989; Timpane, 1990).

Secondly, nationally as well as locally, there was a paradigm shift occurring in education. The rallying cry in the 1980's was "educational excellence", an insistence on the primary value of academic work, increased graduation requirements, and higher standards as a means of improving both education and the economy (Cole, 1989; McDonnell, 1989; Wise, 1988). In the 1990's the cry has become "Skilled Work Force" as the nation struggles to compete on the international market due in great part to the failure to coordinate our educational system with the end product of a competitive work force and well-adjusted adults. Business has decried the problem of not having a competent work force (Merenda, 1989; Timpane, 1990), the public--particularly undertrained or young and inexperienced workers--suffer from high unemployment and few unskilled jobs, and

education suffered from a dwindling funding stream and charges of creating the economic dilemma it faced (Roberts & Cawelti,1984).

Perhaps the entire situation would not have become a "problem" at this time, had not the down turn in the economy begun to have profound effects on the school system. As aforementioned in the documentation of the problem, the district participating in this project was projecting more than three million dollars in cuts during the 1992-1993 school year (Table 4)--one of the smaller budget cuts in the county. This era of fiscal restraint came at a time when the technological and human resources needed for productive change exceeded the district's available resources. This heightened the awareness of the lack of business, industry, and labor involvement in the district as the school system sought other revenue sources and acknowledged the existence of partnerships in other areas (MacDowell, 1989).

There has also been the problem of business, labor and industry understanding the role of public education in the preparation of a productive work force (National Center on Education and the Economy, 1990). According to some sources, the private industrial sector was just beginning to comprehend the changes in population and the need of education for their involvement (Geiger 1991, Merenda, 1989). However, even those businesses which have attempted such partnerships have faced tremendous barriers due to misunderstandings between systems and a lack of comprehensive frameworks on which to base partnerships (Geiger, 1991; Miller, 1989; Saladof, 1989).

Finally, as this partnership proposal progressed through the implementation phase, it became apparent that successful business, labor and industry involvement with the district would also depend upon the placement of such official

responsibility within district hierarchy. In order to institutionalize the goal of the proposal, a movement of the primary control of the proposal to the Assistant Superintendent of Secondary Education was a consequence of the recognition of the project's importance. Such a move and the resulting increase in attention to related issues brought forward the concept that another previous barrier to successful partnerships had been the lack of institutionalization of the management responsibility to a high level district manager.

Relationship of the Problem to the Literature

A review of the literature focusing on the need for effective partnerships between business, labor, and industry and the schools was more prolific in scholarly business journals rather than in education--perhaps a reflection of the lag in the paradigm shift for education. The literature also seemed to focus on the problem itself, its subsidiary issues, and possible solutions rather than the actual causes as mentioned in the previous section. However, careful search revealed a fairly balanced view of the evidence of the problem, historical and current causal factors, and finally, similar problems across the nation.

The problem has perhaps gained its greatest attention from the document America's Choice: High Skills or Low Wages, which called attention to the immediate need for the retraining of the work force and pointed out the need for a close partnership between education and business interests (National Center on Education and the Economy, 1990). The document describes the problem as a circular one in which the lack of competitiveness in business effects the number of jobs and the state of the economy, which in turn erodes the tax base to fund

education, which in turn prevents education from making the necessary advances in technology and staff training to produce a productive work force. However, the task of developing partnerships between these two parties was a continuous struggle as districts and employers have been in varying stages of understanding as to the scope and nature of the problem (Geiger, 1991; Kearns, 1986).

Some educators have still been having difficulty accepting these new partners into the schools (Williams, 1987), fearful that somehow business rather than teachers will control the classroom (Senese, 1986) or abandon projects midstream (Timpane, 1990). Yet, coordination of efforts to create productive adults requires such input so that education can again become aware of the "outside" world of work (Cole, 1989; Kontny,1986; Perry, 1989). In addition, there is some evidence that education may be having difficulty accepting that the first wave of educational reform did not work--somehow indicating a failure (Cole, 1989; McDonnell, 1989). Clinging to the older style of teaching and the rigid separation of the concepts of academic and vocational subjects make restructuring and the development of partnerships with business difficult at best. In addition, many partnerships have failed or had serious difficulties due to a lack of an effective framework on which to base business participation in the schools (Geiger 1991; Saladof, 1989).

As aforementioned, there are many increased demands on education that require a much broader funding base. Once an innovative accessory, the computer is now a basic essential along with advanced academic and vocational-technological equipment necessary to provide the student with a solid foundation for work, college, or other forms of post-secondary training (Pearlman, 1989; Harris, Lou &

Associates, 1986; Kearns, 1986; National Center on Education and the Economy, 1990). However, this is not the only area placing increased financial demands upon schools. Social conditions and community issues are now frequently assigned to the schools as the place of intervention--but rarely with the human and capitol resources necessary to provide such services (Pinkney, 1985; Wisconsin State Council on Vocational Education, 1989). Thus, schools must now turn to business to provide the financial support (Williams, 1987) and also the human support in the form of apprenticeships (Cole, 1989) , mentoring (Stanley, 1991) and creative means of supporting students who must work during high school (Carruthers, 1991). The absence of this support results in the cutting back of support services and the absence of up to date instructional materials--particularly in urban and overcrowded districts.

The problem has also risen to the forefront due to the recognition of the inability of schools and business to succeed without each other's expertise. Employers are now confronted with large numbers of employees who are inadequately prepared for work and businesses who are not prepared to train and retrain (Bailey, 1990; Steering Committee for the California Plan for Career-Vocational Education, 1989; Stern, 1990). Business, labor, and industry must then turn to an inexpensive, well-trained mode of delivery for training--the school system. Conversely, educators are beginning to recognize the value of the new incentive and decision-making models undertaken by the private industries (Cole, 1989; Perry, 1989). There has been a growing realization that the "restructuring" of education needed to create productive workers and citizens requires new ways of teaching and administering education--not just new materials (Elmore, 1988;

Shanker, 1988; Smey-Richman, 1991) However, education faces the same dilemma aforementioned for business, in that schools lack the knowledge and understanding to implement these new models without the assistance of private industry consultants and mentors (Muson, 1991; Perry, 1989; Shanker, 1988).

Finally, the problem is reflected in school districts and journals throughout the United States due to the effect of the lack of partnerships between business and education on the future of the students. There is an increasing awareness in this nation that in order to prepare our students to meet the challenges of careers and the changing society, schools must begin to integrate vocational and academic education (Grubb, 1992; Harrington, 1988; National Alliance of Business, 1989a). As mentioned in the causative analysis, prior efforts to "restructure" education within the system itself have been unsuccessful (Wise, 1988; Cole, 1989), making it imperative that these new efforts incorporate the support and expertise of the business realm. We are learning that students need not only basic skills, but higher order thinking skills, technology training, and interpersonal skills. Reports like "What Work Requires of Schools" have been created to augment the President's education strategy and outline the specific areas education must address to create an effective work force (Secretary's Commission on Achieving Necessary Skills, 1991).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal

The goal of this practicum was to involve business, labor and industry in the district through financial and human resource contributions for the purpose of offsetting financial needs of the schools, creating a successful transition from school to work (and/ or post-secondary training) for the students, and thereby in turn benefiting the business community by supplying a productive work force.

Objectives

The following objectives were projected for this practicum:

Objective 1: A comprehensive framework will be developed that outlines policies and approaches to developing partnerships with business, labor, and industry. This will be measured by the development of an overall plan, a list of local private industry to use as a future resource, a district policy, and the resulting refinement of the plan through meetings of a Task Force on Partnerships.

Objective 2: The number of training opportunities for students that will assist them in obtaining skilled/and/or professional jobs will be increased through community/ business partnerships. This will be documented through the number of local employers involved in supporting work experience, mentoring/shadowing opportunities, apprenticeships, and specialized secondary training programs. This

will also be documented through the completion of specialized curricula.

Objective 3: The number of mentoring/apprenticeship relationships will be increased by at least 10% at all grade levels. This objective will be measured by a comparison of the current available positions and the number of mentoring/ apprenticeships in the district at the close of this practicum period.

Objective 4: Through partnerships, the financial and human resources will be increased by at least $10,000 to enable the purchase of new instructional and technical equipment, as well as training for staff. This will be measured through a comparison of the current fiscal and human resources contributed outside the general fund and those available and projected at the end of the study as outlined in the survey.

Objective 5: Partnerships will be made mutually beneficial through the development of a specially designed adult retraining program that could be accessed by current employees in the community. This will be measured by the completion of the proposed curricula outline and program plan to provide these services.

Objective 6: Through partnerships, specific career path programs will be developed at the secondary level with linkages at the primary and middle school levels in order to further the partnerships in the instructional areas of education. This will be measured through the development of at least one new complete career cluster path involving business, labor, and industry in the schools, as well as articulation agreements with the post-secondary institutions.

Measurement of Objectives

In the measurement of the success in achieving the goal and objectives of this proposal, the author chose both qualitative and quantitative evaluation methods. Quantitative data tends to be the preferred "proof" of a successful program, providing statistical data on progress, cost effectiveness, and the significance of results. However, the qualitative data available through satisfaction surveys, logs of experiences, and content of various components provide valuable information for those attempting to replicate such a project. Thus, while quantitative data may lead a reader to believe the project is worth duplicating, it is the qualitative data that effectively describes the process and interactive components vital in assessing an organization's ability to attempt the whole or part of such a plan.

The first objective was divided into phases: policy development, establishment of Task Force and Action Teams and an analysis of current conditions occur during phase 1; meetings of the various committees, newsletter reports and the development of staff training and special projects occur in phase 2; the final phase includes the proposal of special projects, the development of an ongoing time line and program evaluation. Thus, the development of a comprehensive framework was to be measured by the development and acceptance of system-wide policy, agendas and minutes from committee meetings, the pre-test survey of district school sites (see Appendix B), the completed program outlines for staff training and special projects, a long-range time line and finally the evaluation of results. These items were to measure the process of framework development and implementation. Finally, a list following the format in Appendix C was to be

used to identify current and future prospects for local partnership arrangements.

Objective 2 related to the successful implementation of the framework, establishing new training opportunities for students. This was to be measured through a post-test using the same survey format outlined in Appendix B to assure correspondence of answers, as well as through developed curricula. These measures were to produce summative and formative results.

Objective 3 was similar to the previous objective, except that mentoring opportunities may also be non-career related. Thus, the pre and post survey to school sites should reflect a growth in such relationships produced by partnerships.

Objective 4 sought to increase financial and human resources. This increase was again to be measured in the post-test survey, as well as in agreements with business, labor and industry to provide training and/or shadowing experiences for school district staff. Such agreements were to be measured by contracts and/or agendas/reports from actual training opportunities.

In the author's opinion, the maintenance of partnership agreements is influenced greatly by the mutuality of those contracts. Thus, Objective 5 encompassed the development of a program outline for an adult retraining program. This outline was to be made flexible enough for implementation through District Adult Education or within businesses with district support. This objective was to be measured by a completed program outline. An additional analysis was the level of participation among private interests, school district staff and students. This was to be accomplished both in numbers, as well as through committee rosters and agendas, event attendance and accomplishment of committee goals. Obstacles and barriers were to be accounted for both in the author's log and production of

documentation.

Communication and enthusiasm were to be analyzed through the production (or lack) of newsletters, board presentations, and other events. Administrative support and partnership integration were to be analyzed according to the successful development of plans for adult retraining, career path clusters and staff exchanges. The process of development was to be recorded in finalized plans, the author's log and committee meetings.

All of the above factors were to be compiled in the final report to provide concrete numerical support for the program, as well as substantive documentation to encourage replication and augmentation of the current proposal.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem of a lack of business partnerships in the practicum school district was not unique. Districts throughout the United States and the world have realized the need for such cooperation. In fact, in the 1987-88 school year 40% of the United States public schools reported having formed some type of partnerships (Heaviside & Ferris, 1989). Despite the proliferation of various partnership agreements however, most districts approach this concept without any type of framework or organizational structure for the formation, integration, and maintenance of those agreements (Burke, 1985). In addition, most evaluative material stems from the business, government and newspaper industries with little information stemming from professional journals/ documents in education. Thus, in the development of a solution the author chose to draw heavily on non-educational sources and evaluations of specific aspects of partnerships rather than existing frameworks. Finally, the author also considered the specific needs and structure of the present district in order to complete the proposal.

There have been several approaches to the partnership issue such as: adopt a school, policy dictates, grant offerings, mentoring, apprenticeships, equipment donations, restructuring efforts, and staff development (Smey-Richman, 1991). The writer found it useful to explore and critique these strategies in the formation of the solution.

The "adopt a school" partnership can take a variety of forms, but is often tied to developing an occupational focus at a secondary site. W. Norton Grubb, site

director of the National Center for Research in Education, describes this as the "Single Occupation High School" (Grubb, 1990). Massachusetts created such a partnership at an alternative high school to target "at risk" students for technical training. "Project Coffee" involved a corporation developing a technical training center at the high school, maintaining this through equipment donations, apprenticeships, etc. (Hight, 1991). Schools may also form such a focus available to all students such as the Minneapolis Schools' Urban Arts program, which can be adapted to all grade levels and focuses more on human resource donation rather than equipment (National Diffusion Network, 1986). While such programs have enjoyed reported success, they tend to be narrow in focus. Partnerships developed with this aim may be difficult to expand upon or replicate for other needs and often operate in isolation rather than as part of a comprehensive program. Such programs existed in the practicum district prior to this project, but lacked district coordination, which did not encourage further proliferation of such agreements. In addition, such partnerships, particularly the model aimed solely at "high risk" youth raised the question of "tracking". If such programs operate in isolation, focusing on allowing only one type of opportunity, one does run the risk of limiting student potential by design (Oakes, 1985).

Another aspect of partnerships has been the development of mentoring relationships between students and community/ business representatives. While a few partnerships may focus solely on this issue, most agreements use mentoring as only a portion of the partnership. While mentoring of students is certainly a worthwhile activity, the programs have met with mixed success. Many organizations enter into such agreements without clear expectations of the

operation of the program (Stanley, 1991). Lack of structure and coordination can then result in very short term relationships and the withdrawal of mentors from the program (Solomon, 1991). As with most successful activities, mentoring must have a goal whether that be career exploration, tutoring, or surrogate parenting if it is to be successful for the mentor as well as the student.

Other corporate interests prefer more dramatic restructuring as the focus of their partnerships, accomplishing this by the award of grants for innovative educational approaches (Solomon, 1991). The district participating in this practicum received such a grant from RJR Nabisco corporation for the restructuring of an elementary school. While such grants certainly encourage innovation among the applicants, continued success may be at question. For instance, businesses refused to renew the Boston Compact partnership because corporate leaders were dissatisfied with the level of school structural change (Rothman, 1988). This occurrence emphasizes the importance of a framework for partnerships that includes policy and structural support from the governing bodies of the school district. Without such a framework, even outstanding projects sponsored by such grants/ partnerships may lose momentum. In addition, short term grants such as that provided by the Nabisco corporation require that the district will later support the changes made at the school site once the funding source is removed.

Both the Boston Compact and the Burger King Academy involve comprehensive multi-level involvement, incorporating funding, mentoring, provision of social services, etc. (Solomon, 1991; Nash, 1989). These agreements have also demanded substantive change on the part of the districts involved. As mentioned

in Chapter II, educators and business often have difficulty bridging communication or expectation gaps (Geiger, 1991; Sterling, 1991). In addition, there is sometimes resistance to the idea of business "taking over". Thus, in order to promote success, one requires a clear understanding of the parameters involved in the partnership and the expectations on both sides.

Another scope of partnerships has been that of supporting policy/law changes or of creating policies that dictate the coordination of business, labor, and industry, community and education. Examples of partnerships created by legislative dictates can be found in Oregon's "Educational Act for the 21st Century" and Wisconsin's "School to Work Initiative" (Gold, 1991). In both of these states, government has mandated substantial changes in public schooling, most of which require outside business and community support. In other areas business, labor, and industry join education to advocate for change as found in the "Getting Ready to Work" Study Commission in Vermont, and nationwide studies such as America's Choice: High Skills or Low Wages (Gold, 1991; National Center on Education and the Economy, 1990). In these instances, business, labor, industry and education join together to present ideas on the improvement of education to the government in hopes of gaining support for the position. While this is another positive use of partnerships, it does not fulfill the needs outlined in Chapter II.

Another interesting approach has been to create exchange programs between educators and the business world. Two notable examples are the Arlington Elementary and Middle School Business/ Industry/ Education Exchange and the Dayton-Montgomery County Public Education Fund Mathematics Collaborative. The Arlington project encouraged educators to make five to six visits to local

businesses to learn how to integrate the world of work into the classroom and promote mutual understanding (Evans, 1986). The Dayton-Montgomery project went a step further in providing summer industry internships for teachers and administrators (Farrell, 1992). Preliminary results have demonstrated greater understanding and an increased desire for partnerships with business among participating parties.

Finally, partnerships are formed which provide apprenticeships and/or jobs to students and graduates. Some apprenticeship-style partnerships are subsidized by grants so that the district may pay student wages during a training period (Sacramento Employment and Training Agency, 1992). Other states create incentives for employers by allowing tax breaks for participating businesses (Gold, 1991). Other arrangements have developed out of tradition, particularly in countries such as Japan and Germany. In Germany, the tradition of trade guilds has subsequently resulted in approximately 70% of the 16 to 19 year old students apprenticing (Gold, 1991). In Japan, employers promise a certain number of jobs per school with the expectation that selected candidates will be well-trained (Rosenbaum, 1989). The above examples of foreign cultures rely on strong system and public support, which might be difficult to replicate on a large scale, but are certainly interesting components.

Despite the lack of research-oriented discussions of partnership frameworks, four sources assisted the writer in developing the following plan in conjunction with the literature. These models for business involvement with schools were derived from Liz Bullock's 10-step process (Bullock, 1991), James Leery's approach to community outreach for recruitment of partners (Leery, 1991), a packet on

establishing partnerships by Creative Options (Creative Options, 1992), and Nancy Perry's article focusing on how businesses can reach out to schools (Perry, 1989). The first article mentioned, provides a concise, easily followed format which can be customized to suit the need of a particular area. However, Bullock's proposal lacks the emphasis on outreach necessary to gain community support. Thus, it was determined that the ideal outline would include both the Leery and Bullock concepts. Creative Options provides guidance questions to help one assess specific needs and reasons for partnerships, leading to a plan for making contact with business, labor and industry. This presentation was helpful in identifying major issues for the practicum, as well as the idea to develop a resource list. Finally, Perry's article summarizes the movement of business toward the goal of partnerships with education. This enabled the author to have a concise summary of the motivation for business to participate in such a relationship.

Description of Selected Solution

As a result of researching both existing projects and the needs of the district involved, the author selected the following "Partnership for Progress" program to improve business, labor and industry involvement with the district. Following a review of existing programs and a needs assessment of the current district, it was determined that a comprehensive framework must be developed in order to promote a successful program (Bullock, 1991; Saladof, 1989). Assistance with the development of this concept came from the author's experience, the literature, and a presentation given by a private consulting company (Creative Options, 1992).

The Partnership for Progress program intended to create effective

partnerships between business, labor and industry and the author's school district. The process developed within the proposal was designed so that it may be duplicated by any district interested in creating partnerships between itself and the surrounding business, labor, and industrial community.

The process utilized includes the acquisition of Governing Board and district support through Board Policy approval, the development of a Task Force on Business partnerships, the establishment of the nature, size, and type of business community through the development of a list of all businesses within the district boundaries, and the creation of mutually beneficial partnership agreements. It also includes a careful analysis of current staff involvement in business partnerships and a process to include and increase staff involvement. But perhaps most important, the program sets a goal of increasing business partnerships within the district.

To implement this plan the author identified several key issues in building successful partnerships:

1) Structural support for partnerships (Nash, 1989)

2) Identification of requirements to succeed in the world of work (Secretary's Commission on Acheiving Necessary Skills, 1991; Raizen, 1989)

3) Development of mutual understanding between business and education (Geiger, 1991; Kearns, 1986; Stanley, 1991; Sterling, 1991)

4) Development of understanding among site staff (Evans, 1986; Smey-Richman, 1991)

5) Development of partnerships which are mutually beneficial (National Center on Education and the Economy, 1990; Stone, 1991) so as to

encourage continued participation.

Initially, the process required in-district approval prior to implementation. For this purpose, a preliminary plan based upon an invitational meeting with local business and the author's experience was developed. This document was then used to present the idea to the necessary committees, the superintendent and the governing board. This provided the conceptual and financial backing necessary to proceed with the idea's formation into this proposal.

Once the concept was approved, the process then moved to include the development of a preliminary task force that could assist in the needs assessment of the district for this proposal. While the author provided leadership in this matter, it was deemed most appropriate to allow the proposal to develop from shared decision-making among educators and business interests to increase support for the actual implementation. These initial steps helped to form a foundation of structural support for Partnerships for Progress.

The next step in the plan was to develop a time line for the implementation of the project, which is included in this chapter. The time line provided guidance both for the writer, as well as other staff, in the program's development. It also provided a structure for the assessment of progress throughout implementation.

The plan itself included the establishment of a formal Task Force on Business Partnership with representatives from education, business, labor, industry and the community that made specific recommendations for new partnerships, reviewed the progress of existing partnerships-coordinating efforts where possible, and assisted in the monitoring of the implementation of the proposal. The task force was also intended to be responsible for the publication of a newsletter

advertising participants and communicating with the broader community of participants. Finally, the task force sought to coordinate efforts with the results from the monthly meetings with the business community held by the Superintendent.

Secondly, a list of all local business, labor and industry was to be developed. This list would include the business name, type of activity, address, and a primary contact for each location to be collected by the author and available staff. As the concept includes promoting the broadest base of support possible, this list was deemed vital in the effort to establish new relationships and invite participation. In addition, a computer program called "Paradox" will allow the district to manipulate the list to target specific areas, career types, and other needed categories. Through the use of contacts from this list, as well as the aforementioned task force and related literature, the district can also determine the qualities/ skills students need to achieve to succeed in the world of work. This will further insure that the partnership is mutually beneficial by providing an educated workforce to the local employers.

In combination with the above list the writer surveyed the existing partnerships, graphing the involvement of business, labor, and industry and providing this list to the Task Force to enable them to develop action plans relative to the needs of the district. This graph will also be used in the analysis of fiscal contributions from partnerships, current district needs, and projected matches between future partnerships and needs. The ultimate format was to be used to develop a three-year plan for the continuance of Partnerships for Progress after the practicum has concluded.

At the district-level, the writer accessed reports of legislative policies to develop a Board Policy that will encourage the development and maintenance of effective partnerships between the school district, business, labor and industry. The policy served to modify the existing social structure within the district to incorporate more input from business, labor and industry in decision-making processes. Support from district leadership will also serve to encourage other staff involvement and enthusiasm.

To achieve system-wide support and the institutionalization of the program it was necessary to gain support from all levels of district staff and administration. This was done by creating a staff development program which builds on existing expertise, provides contact with the business world and increases their knowledge of how to approach potential partnerships, funding opportunities, and developing mutual goals and long term effectiveness.

In response to the needs of business, the writer, in conjunction with adult education staff, was to develop a complete proposal for an employee training and retraining program that could be offered through Adult Education. This portion of the proposal would be developed in response to a needs survey of local employers, accessing academic and vocational curricula to develop the course work needed to meet the objectives. The program will then be available for implementation providing employer support and adult education funds are available for the Spring of 1993.

Another aspect of this proposal was to be the development of an "expertise" exchange program. As mentioned earlier in the literature review, schools are beginning to recognize the need for new management and teaching techniques

(Elmore, 1988; Farrell, 1992). In addition, the writer proposed activities to assist employers in developing in-house training programs through providing training in teaching techniques, course development, and technology. Ideally, exchange programs will emerge that encourage experiential activities for business, labor and industry leaders in schools and vice versa.

Using all the aforementioned types of partnerships, an objective of the new framework was to increase the operational partnerships by at least 10%. This was done in conjunction with the plan developed by the Task Force, as well as requests and plans from school sites and district programs. This task was to culminate in an Open House/Awards Night to recognize new and continuing partnership participants and showcase their programs for the district and community.

Finally, perhaps the most vital component of this program was the ongoing monitoring and evaluation. Evaluation was carried out as outlined in Chapter III, including the additional specific documentation created from the solution steps in this chapter. The Task Force in conjunction with the writer was to be responsible for the ongoing monitoring to assist projects, adjust progress according to time lines, analyze mid-program survey results, and develop questionnaires to be used in the fall evaluation of the initial eight months of implementation.

The advantage of this practicum approach is that it combined the many partnership types beneath a framework of district and community support. This proposal combined the recommendations of research to align expectations; improve communication between business, labor, industry and education; making sure partnerships are mutually beneficial; developing staff and administrative support; and, aligning appropriate policy. The action steps of the proposal were designed to

be flexible enough to permit other districts to replicate the process. Thus, while the lists and numbers may pertain to the practicum district the reasoning and processes may be customized to suit any size district.

Report of Action Taken

The author actually began building the foundation for the practicum prior to the actual implementation of Partnership for Progress through research and both formal and informal discussions with both business leaders and district staff. In order to receive the support necessary to pilot the idea, a plan that could be presented to all district level committees and the governing board had to be developed. Thus, the initial background study was vital to the creation of a plan that would both inspire confidence from the district and address the unique educational and business needs in the region. Thus, the planning stage began almost six months prior to the implementation phase.

Fortunately, the resulting plan received overwhelming positive support from the governing board, who was particularly impressed with the comprehensive and sequential nature of the proposal. The planning phase also served to solidify the participation of local business, labor and industry as they now saw themselves as important components of the educational process.

The author also began work on the membership of the Task Force prior to implementation. In order to develop a group that could begin advising throughout the process without a great deal of training, it was necessary to seek out individuals who had expertise in this area. Through discussions with district and site level administrators, the author was able to find a group consisting of teachers and site

level administrators that had created partnerships, had joint business interests, or had done research in this area. The group was convened and goals set forth, but scheduling and an unexpected shift in the administrative governance of this area made continued group meetings difficult. Thus, the author kept receiving input from the group through memos, phone calls, and meetings with individuals.

Another aspect of the Task Force arose due to the fact that participants were site level employees. Unlike local business and district administration, school site staff were often on vacation throughout the summer. This meant that during such periods, the author had to shoulder primary responsibility for all activities. While the project was still highly successful, in retrospect it might have been helpful to have a mixture of non-school site staff on the Task Force to encourage continuity during the summer.

One of the interesting unexpected events occurred partially because of the tremendous support of the district for this project. Early in the implementation phase, the district sought to give the project additional status by moving the administrative control into a higher administrative office. While the author retained operational control in the development of grants, projects, and trainings, the change in administration did effect the amount of time available to implement certain activities. As other duties were assigned to the author, the regular Task Force meetings, the development of a formal information exchange between business and education and the planning necessary for the Open House event became impossible. However, this change did indeed increase the status of the project, which then contributed to increased efforts by school sites to create partnerships. The change also coincided with a shift in position to sharing time

between the district and a national research organization for the author.

Two of the most successful implementation activities were the development of the list of local business, labor, and industry; and, the survey of existing partnerships within the district. The first was not only well-received by the educators as a reference, but also had the unanticipated outcome of inspiring business to become more involved. In addition, the level of district support lead to the allocation of funds to develop the list, creating an impressive final result.

Secondly, the survey of existing partnerships at school sites served to increase awareness at the school sites of what was or was not in existence. As sites and district programs began to increase their level of participation in partnership arrangements, they also received praise during meetings and other events from the superintendent. Thus, both the survey and the subsequent recognition inspired many sites to use the list to increase their relationships with business, labor and industry.

To enable district staff to further their efforts at partnership development, staff trainings were also necessary. Such trainings were piloted with site level administrator groups following the training of both the author and Task Force members in the presentation of such ideas. Through a combination of Task Force input, the site level surveys, and the pre-training conference, a staff development package was produced and presented. Both the Elementary and Secondary workshops were well-received and later augmented by district trainings in grantsmanship.

Throughout the implementation of partnership for progress, the author also began work on several grant projects which combined the participation of school

implementation planning enabled the author to gain quick access to the appropriate decision maker within each organization. The business and industry participants in the health and communication proposals were excited about the opportunity to work with education as they clearly recognized the benefits for the future work force of such training. Because of this excitement, local businesses also began their own information exchange, providing technological consulting and direct input to staff working on the project, as well as written support for the grants. This support also impressed the grant readers and had a tremendous positive influence on the receipt of the funds.

So that this contribution did not appear to be a one way benefit, the author worked closely with the district's Adult Education program to survey local businesses regarding their training needs. From this survey, specialized classes were developed for local business leaders and employees and offered at convenient times in the evening. These classes ranged from management techniques to entry level computer courses for employees and were very well attended.

The author was disappointed that the Open House event did not occur due to the change in administration of the project. While the Superintendent did regularly recognize school staff efforts, this did not formally occur for the local business, labor, and industry participants. It is the author's opinion (and was a recommendation upon his complete move to the research institution in late December) that this event or similar activity will be necessary for the long-term commitment of business interests in the local schools.

The school district administration was very pleased with the initial results of this project and is beginning to set long-range goals now. Beyond the report

this project and is beginning to set long-range goals now. Beyond the report included in the following chapter, a full-scale evaluation of an entire year's operation will be completed in June of 1993. Also enthused by the results, the appointed administrative lead for this project has made a verbal commitment to implement those activities that were not conducted during the practicum period: Expertise Exchange, the newsletter, and the Open House event. In addition, the original Task Force members continue to play an active role in guiding the ongoing project activities.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The following discussion is a presentation of results of the Partnerships For Progress practicum in order of objectives. As will be outlined later, the overall results were very positive and indicative of the promise of business, labor and industry partnerships with education.

The first objective, divided into analysis of current conditions, policy and Task Force Development; committee meetings, newsletter reports, staff development and special projects; and, time line was implemented successfully. The only major change effecting results was the elimination of the newsletter and special projects component due to conditions outlined in Chapter IV and discussed later.

The Board was presented with the Partnerships For Progress proposal after it had been reviewed and approved by the Task Force on Partnerships, the Secondary Curriculum Council, the Instructional Cabinet and the Superintendent's Cabinet. The Partnership for Progress plan provided a detailed outline that includes data collection and analysis, review of existing partnerships, goals and objectives for partnerships, a campaign strategy, staff and budget issues, implementation timeline, fiscal impact of the proposal and a system for monitoring evaluation and follow up activities for the proposal. It was used as the basis upon which the Task Force and other interested parties developed partnerships in the district. Finally, after the required Board meetings and revisions of policy the

Board passed the resolution entitled, "Partnership with Business, Labor and Industry" on the March 16, 1992 (see Appendix G).

In order to assist the district in partnership development, a list of businesses situated within the confines of the practicum district was prepared. Several pages of the completed list businesses in the practicum district are provided (see Appendix H) as examples of the types of business contacted, contact person, phone number and any notes. The entire document is 111 pages in length with over 1,000 names and addresses of businesses. The list has been used as a source document for all elementary, middle, high school and district personnel interested in the development of new partnerships with their particular entity, as well as a guide for overall district planning.

Originally, the further development of the partnership plan was to be accomplished through meetings of the Task Force on Business Partnerships. While, the Task Force did meet as a whole on March 30, April 1 , 2 and 3 (see Appendix I) and subsequent meetings were held with individual members of the Task Force, the district's elevation of the status of partnerships in the district through the assignment of the administrative responsibilities this task to the assistant superintendent prevented continuation of the Task Force as it was originally established. Despite this, assignments associated with the Partnership for Progress proposal were still primarily completed by the author and the members of the Task Force.

As part of the initial planning and final evaluation of the Partnership for Progress program a survey was designed to ascertain the number and type of partnerships between business, labor and industry and the district. The instrument

(Appendix B) asked each participating educational entity to indicate the name of the partner, nature of the partnership and descriptive comments. The pre and post survey results were quite positive indicating a 115% increase in partnerships (see Table 5).

Table 5

Overall Partnership Change between Pre and Post-test Survey

Type of Partnership	1991 Survey	1992 Survey	% Increase
Student Mentoring	19	22	16%
Financial	31	45	45%
Technical Advice	20	22	10%
Other	31	128	313%
Total	**101**	**227**	**115%**

Phase 2 of the first objective included the development of a newsletter, staff training and special projects. Several staff development activities were provided to elementary, secondary and district level staff on developing partnerships between school sites and districts and business, labor and industry. The meetings were held in May and June of 1992. An outline of the presentation; examples between partnerships between schools and the community; and overheads used in the

presentations are provided in Appendix J. The workshops provided staff with a relatively in depth discussion of the types of partnerships that are available including, financial and non-financial partnerships; a discussion of the process for the development of a partnership; and a discussion of the support the district would provide school sites in their efforts to develop new partnerships. Other activities including a newsletter, an open house and a formal information exchange were not completed because of the change in leadership of the partnership responsibility which altered some of the practicum timeline dates and plans. However, several informal information exchange meetings were held and the new leaders have indicated an interest in developing a newsletter and other activities associated with improving partnerships as a part of their responsibility for partnerships in the district. In addition, certain special events such as the Public Works presentation (see Appendix K) at a local high school were completed and well received by staff and community/business members.

Table 6

Partnerships by Elementary, Middle, and Secondary Levels

	1991	1992	# Increase	% Increase
Elementary				
Mentoring	7	9	2	29%
Financial	16	19	3	19%
Technical Advice	7	7	0	0%
Other	11	13	2	18%
Sub Total	**41**	**48**	**7**	**17%**
Middle				
Mentoring	1	2	1	100%
Financial	1	6	5	500%
Technical	1	2	1	100%
Other	15	21	6	40%
Sub Total	**18**	**31**	**13**	**72%**
Secondary				
Mentoring	10	10	0	0%
Financial	13	15	2	15%
Technical	12	12	0	0%
Other	12	72	60	500%
Sub Total	**47**	**109**	**62**	**252%**
TOTAL	**106**	**88**	**82**	**77%**

Table 7

Change in Partnerships at District Level (Including Adult education)

	1991	1992	# Increase	% Increase
Mentoring	2	4	2	100%
Financial	3	5	2	67%
Technical	1	2	1	100%
Other	6	8	2	33%
TOTAL	**12**	**19**	**7**	**58%**

Objective II sought to increase the number of training opportunities for students through actual work site experience and/or specialized curricula. The overwhelmingly positive results, particularly in Regional Occupation Program (ROP) and Job Training Partnership Act (JTPA) programs, can be seen in Table 8. The specialized curricula provide students with specific training in various career paths or clusters with newly developed programs in agriculture and communication. The overall gain in training opportunities was 19%, but is actually much higher if you consider the number of students served by the specialized curricula.

Table 8

Change in Student Training Opportunities

Type	1991	1992	# Increase	% Increase
ROP Training Sites	879	985	106	12%
Work Experience	43	53	10	23%
JTPA	77	149	72	48%
Specialized Curricula	1	3	2	200%
TOTAL	**999**	**1,189**	**190**	**19%**

* = Developed for 120 students.

The evaluation of the third objective is designed to determine whether the number of mentoring/apprenticeship relationships between the practicum district and business, labor and industry has increased by at least 10%. Results of the partnership survey indicate that prior to implementation 19 student mentoring relationship occurred in the district. After the implementation of the project, 22 students relationships were observed an increase of 16% (see Table 5). Interestingly enough, only the high school level did not show a 10% increase (see Table 6). However, the new Regional Occupation Program, Job Training Partnership Act and Work Experience placements often include aspects of mentoring, as well as training which may have skewed the results. Also, the

Business Education and Technology Academy did not respond to the questionnaire despite its mentoring capacity at the high school level. Many of the relationships developed between individual school sites and business involved large groups of students. A notable example at a middle school, is the Internal Revenue Service's provision of mentoring relationships to a very large group of middle school students. Therefore, while the data show only a 16% increase in mentoring relationships, the actual numbers of students served is much higher.

The fourth objective was to increase the new levels of funding provided through business partnerships between business, labor and industry and a district. The data indicates that the district received at least $173,060 in additional funding, $163,060 more than originally projected (see Table 9). This figure does not represent the entire financial benefit to the school site and/or the school district relationship agreements as materials, supplies and other in-kind donations were received by school sites but not assigned a dollar value upon their receipt. The large increase of funding at the district level was due to joint efforts between the district and business, labor and industry, including the receipt of two major state grants and a new federally funded program.. The first entitled "Health Tech", provides $50,000 for planning a comprehensive program which creates a career cluster/path for the health occupational area for a large high school through partnerships with two large hospitals and other area health professionals. The second state level grant received in cooperation with community and local business concerns is developing mentoring, financial, and other supports to provide services to students and families in schools with a high proportion of socioeconomic, health, and educational need. Finally, a federal Job Training Partnership Act (JTPA)

grant providing on-the-job training opportunities followed by permanent job placement for disadvantaged youth was awarded to the district. While additional increase in funding to the other district JTPA projects was received, this increase is reflected in training opportunities (see Table 8) rather than the funding table as this reflected program expansion rather than a new project.

Table 9

New Financial Resources by Educational Level

	Amount
Elementary	$ 12,600
Middle	-0-
Secondary	N/A**
District	160,460
TOTAL	$173,060**

**Two financial partnerships were established on school sites but neither were able to be assessed as to financial value.

Objective five was designed to create mutually beneficial partnerships between business, labor and industry by providing local business, labor and industry with courses which support their competitiveness and profitability. Appendix L provides a special announcement of the training opportunities for local business by the district's Adult Education Program. As was clear from the background study of local business needs discussed in Chapter 1, courses were needed that would

provide specific assistance to small business and businesses interested in competing in the local, regional and state job market. Courses were developed in computer training which would provide local businesses with the opportunity to improve their skills or their staff's skills in this important aspects of business operation. Another course specifically designed in coordination with the Partnerships For Progress program was entitled, "Small Business Management: How To Start Your Own Business." This course provided potential and new businesses with the opportunity to learn successfully operate a small business. Finally, five special seminars were developed in an effort to create and maintain effective businesses within the school district boundaries: "The Area Economy: Will Growth Return," "Business Crime Prevention, Shoplifting and Robbery," "Total Quality Management: An Overview," "_____ Focus on SB198: Employee, Injury and Illness Prevention Program," and "Personnel Management and ADA."

The sixth and final objective was to create specific programs designed around occupational clusters at the secondary level that are linked to elementary and middle schools and include partnerships with local business, labor and industry. Due to the increased support and demand for the development of occupational clusters, paths and majors the district under study was able to complete development of two new career clusters, gain official board approval of an existing cluster, and has under development an additional two new clusters. The clusters that have been developed are entitled "Agriculture" and "Communication Connection", with the official approval of the existing "Business Education and Technology" cluster. The additional two clusters under development are entitled "Health Tech" and "Public Works/Engineering".

The agriculture cluster was developed around traditional agriculture pursuits, as well as a variety of modern occupations that may be obtained through participation in agricultural studies. New ideas created through this cluster include the development of aquaculture and hydroponics, as well as a new meat cutting program that is a part of the agricultural cluster.

The Business Education Technology program is unique in that it provides opportunities for young people in the area of business, as well as education and technology. Students in this particular cluster have the opportunity to prepare for all of the positions available within education, as well as business. Students in this particular program are mentored by members of a regional insurance firm, as well as classified and certificated members of the district.

The Communication Connection cluster is designed to prepare students in positions in the exciting field of communications. All students participate in a common core of courses that have been modified to compliment those aspects of students academic education that pertain to communication, such as creative arts, graphic arts, marketing and other course applicable to communications. The program also includes for all students the opportunity to participate in a television program entitled "Ask A Friend", a live, interactive tutoring programming in which students tutor other students through regional cable television. Students are given the opportunity to create their own segments on the show which is cablecast twice a week throughout the school year. In addition, articulation agreements have been developed between this program and the community college, as well as the state college. Therefore, students are provided immediate training and experience, as well as a connection between the secondary program and the post-secondary

program.

One of the clusters under development, Health Tech, is being designed to provide students with opportunities in the vastly expanding health field. The grant application provides the funding support for the creation of a high school program designed to provide students with a basic common core of courses exploring health occupations combined with an advanced secondary program which will include mentoring relationships at local hospitals, medical facilities and a direct interaction with hospital staff through cable television. The planning grant for the development of this program, which was ranked first in the state in which it was written, creates the funding source to provide staff with the opportunity to develop the curriculum, create the technology, improve the articulation agreements, and most importantly, create and maintain effective partnerships between business, labor and industry.

Another cluster that is being developed prepares students for the well-paid field of Public Works/Engineering. This cluster follows the format of all other clusters in that the first two years of the student's high school education will be enhanced by modified academic courses designed to create support for the public works/engineering field. Students in this particular cluster will then be given the opportunity to be provided with mentoring relationships from local public works personnel including engineers. This exciting field provides opportunity in high-paid occupations with extensive potential for career advancement.

All the practicum objectives were met with minor modifications and in many cases exceeded initial expectations. The implication of the results of the Partnership for Progress program is that through effective planning and the

utilization of a programmed approach with specific goals and objectives, districts can dramatically increase the number and value of partnerships between themselves and local and regional business, labor and industry. The following discussion will analyze and elaborate on these results, in order to form recommendations for further development, as well as replication.

Conclusion

As mentioned in Chapter IV, two of the unexpected events during practicum implementation were the author's acquisition of a part-time position with a university level research organization working with vocational education and the district's reassignment of official administrative authority of Partnership for Progress to a higher level within the district. Both events had positive and negative effects upon the project's implementation and have some implications for both continuation and replication of this concept.

The author's new position with the research institution continued exposure to innovative ideas in other areas and enabled him to provide the practicum district with the latest information on the development of the integration between academic and vocational education throughout the United States. The author found further confirmation of the use of parallel development of partnerships with business and the development of career paths or majors in various works from the institution including, "The Cunning Hand the Cultured Mind: Models for Integrating Vocational and Academic Education" (Grubb, 1991).

However, the author's new position also reduced the amount of time available to the author at the district, making the acceptance and

institutionalization of the Partnership for Progress proposal vital to the project. Interestingly enough, this took the form of a change in leadership within the organization, giving the concept more prestige and ensuring its continuance. While the author continued to provide the coordination and planning for the implementation, the change in leadership did result in modifications to the original plans. In particular, the publication of a district level newsletter, a formal information exchange, and the "Open House" recognition event did not occur.

While the author was pleased by the institutionalization of the concept, the successful completion of the objectives, and the new opportunities for dissemination provided by the career change, concerns remain about the future implementation of the omitted activities. Numerous articles have mentioned the need for ongoing exchange of information between business, labor and industry and education, as well as the need to recognize, encourage and sometimes revise agreements (MacDowell, 1989; Rothman, 1988; Sterling, 1991; Weinberger 1991); these components seem necessary for the continued health of partnerships. Such activities ensure communication regarding changes in the local community and needs of both partners are expressed. They also ensure that partners providing resources to schools receive recognition and thus feel positive about the contribution and are less likely to suffer "burn-out". While such activities do exist at certain school sites, a district-level system for annual events and communication is necessary to ensure complete coverage and communicate prestige.

As aforementioned, objectives were met with certain alterations such as increase in mentoring relationships at the high school level. Mentoring relationships between schools and private employers, require a great deal of

attention and initiative to begin and maintain (Stanley, 1991; Weinberger 1991). While plans and agreements exist in connection with the Health Tech proposal, these positions will not be implemented until after the practicum implementation period. In addition, the author faced a difficulty in reporting results in this area due to the interpretation of various programs of "mentoring" versus "student training opportunities". The increase in student training opportunities was focused on the secondary level and many supervisor/student relationships include mentoring aspects. Thus, given the opportunity to redesign the definitions for the purpose of evaluation for these objectives, the results would likely show a great increase in the number of mentoring relationships at the secondary level.

The amount of financial support created under all of the new partnership agreements as a part of the Partnerships For Progress program represents substantially more financial support than was anticipated by the author. However, many of the partnership agreements provided financial support along with a wide variety of other types of support, creating a consensus among school personnel that partnerships should not be developed with the sole intent to provide financial support to a school site and/or the district. Indeed direct financial contributions were not always as valuable as training sites, mentoring and other resources. In addition, most sites agreed that businesses provided financial support only after involvement with the local school site and/or the district over a long period of time.

In addition, the establishment of partnerships in conjunction with grant awards, creating joint efforts toward the acquisition of state, local regional and federal, as well as private foundation resources, is significant. The current reform effort supported by the federal government and most state governments, as well as

private foundations, will encourage the joint application for special, and perhaps on-going funds that may be used to enhance school district programs. This presents an aspect of partnership development the author did not address in earlier chapters. While grant funding is sometimes criticized for being a short-term solution that fails when start-up funds are exhausted, partnerships currently being heavily promoted in state, federal, and private grants may provide exciting opportunities to create innovative programs. Such seed money, if used in conjunction with planning for ongoing program operation, can give partners a chance to do the planning necessary and indeed see the reciprocal value of the relationship. This then provides a foundation for obtaining the funds necessary to continue the project. Thus, the author suggests that districts dedicate time and training in the area of grant-writing as a component of the development of partnerships between business, labor and industry and education.

Finally, an unexpected result of this partnership was the marked enthusiasm at various school sites and the increase in the number of partnership agreements categorized as "other". The implication of this unexpected result is that school systems when developing outcome statements for the plans for development of partnerships, should anticipate many such arrangements between local business, labor and industry and school sites, that defy categorization. In addition, the multitude of agreements and the variety of amounts, methods and type of support indicate the need for districts to maintain a decentralized system of partnership development so that creativity, as well as resources tailored to local needs are encouraged.

In summary, the Partnership for Progress program met and exceeded most

of its stated objectives, indicating the viability of this type of approach. The remarkable increase in the number of miscellaneous partnerships speaks well of the efforts on the part of large numbers of individuals toward the development of effective partnerships. The increase in the number of student training opportunities and mentoring relationships is encouraging because of the direct benefit to students, as well as the effects upon the future of the work force. The increase in financial resources, while not the most important aspect of partnerships, does demonstrate the fiscal potential of such a proposal. Finally, the reciprocal benefits built into the proposal, as well as the successful integration of business input into curriculum indicate the ongoing desirability of such partnerships, for students, schools, and the community.

Thus, the author would encourage replication of this practicum, designing components to meet specific local needs. The following recommendations are made both for the replication and the continuation of Partnership for Progress.

Recommendations

The author has several recommendations to make to those school districts and others interested in developing and or expanding their partnerships between their agency and business, labor and industry. They are as follows:

1. It is recommended that districts attempting replication include all of the objectives and implementation steps involved in this practicum, but that specific components and outcome levels be tailored to local needs.

2. It is recommended that sufficient funds and staff time be dedicated both to the development and ongoing monitoring and reform of the partnership plan.

3. It is recommended that sufficient research of local issues and training of members of the Task Force be completed prior to implementation.

4. It is recommended that inservice programs be provided to all levels of district staff, not just administration. This ensures effective understanding and operation of individual partnership agreements.

5. It is recommended that once implemented, districts create long-range goals for the continual addition and upgrade of partnerships, as well as the maintenance of the status of such projects.

6. It is recommended that the overall plan receive substantial and continuing input from local business both on planning committees and through formal information exchange activities.

7. It is recommended that partnerships remain mutually beneficial and that ongoing methods of public reward for partners be formally adopted.

8. In view of the need for preparing students to be effective in the work force, as well as in post-secondary training, the author recommends that concentrated efforts are made to develop partnerships in conjunction with career clusters, paths, and majors.

Dissemination

As previously mentioned, the author of this practicum has taken a position with a national research organization involved in the integration of vocational and academic integration and preparing an effective work force. In this new role, it is his responsibility to connect the research activities of the organization and its affiliates with school districts' efforts in this area, as well as develop a nationwide

dissemination network. Thus, the results of the Partnership for Progress program will be used to further the author's nationwide efforts to assist in the expansion of the important new reform effort entitled Integration and Tech Prep.

Locally, the interest among peers in the district has been great enough to cause the redistribution of control of the project to a higher level of administration and status. The development of partnerships is now a widespread concept in the educational and local business community. In addition, prior to the end of the author's cluster meetings the initial idea was presented to members. The author will then provide results to any, who at that time, expressed an interest in the project.

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APPENDIX A

AGENDA AND MINUTES

WORK PERMIT MEETING

Business Community Meeting
April 10, 1991

1. Welcome and Introductions
2. Why are you here today?
3. Indepth discussion of the New Work Permit requirement
4. Open dialogue from local business on their needs
5. Other questions from the floor
6. Adjourn

Minutes of the Meeting of April 10, 1991

• Eighteen members of the local business community were present and participated in the meeting which included an extensive amount of open dialogue between the business community, the work experience coordinator's and myself.

• After the welcoming introduction, each person was introduced and discussed their relationships to the school district through their student worker, A brief summary of the Work Permit Improvement Program was presented to the business people. The new program limits the number of hours in which the students are allowed to work and only allows them to receive a work permit only if they maintain appropriate attendance and a 2.0 or C average in school.

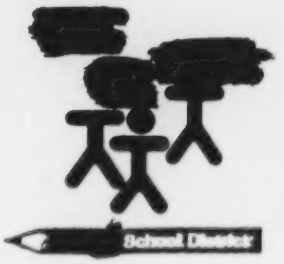
• All business leaders present were supportive of the District's idea.

• During the open dialogue session, many of the employers discussed the level of academic performance, interpersonal relationship skills, attendance patterns and work ethics of the students in working in their business establishments. The common complaint related to students was their lack of understanding of the need to serve their customers, to work effectively in teams and with other employees, and basic academic skills. Comments from the business community included statements such as, "John comes to work on time, He likes his work: but, he has difficulty in writing out the purchase orders he is required to complete in an accurate way without misspelling words," or "Susan is a successful employee with us but, it is obvious that she would have difficulty in any other place because she has difficulty working with her peers and her superiors."

• The meeting ended on a very pleasant note, all present were very positive about the ideas presented to the Governing Board. They indicated their support for building long term relationships with the school districts by apprenticing students over a two-year period.

• All staff at the meeting commented on the positive nature of the meeting and frank discussion of students by the employers.

APPENDIX B
PARTNERSHIPS WITH BUSINESS, LABOR & INDUSTRY
SITE LEVEL SURVEY



Members of the Board:
Katherine L. Albiani
Jeanette J. Beach
Albert E. Gates
Edward Harris, Jr.
Alex R. Joe
William H. Lugg, Jr.
Brian D. Myers

MEMORANDUM

TO: All Site Administrators

FROM: Mark Reid, Director, Vocational Education/ Educational Options

DATE: October 7, 1992

SUBJECT: **INDUSTRIAL PARTNERSHIPS**

I have attached a copy of the list of partnerships completed [redacted] for all school sites. Please review the list and pencil in any additional partnerships you may have developed since that time. Please be sure to indicate all possible partnerships, even minor ones, your school site may have arranged between itself and the local business, labor and industrial community.

The updated list will be used in the district's new effort to increase and improve upon the number and quality of partnerships between the district and business, labor and industry.

Please call me at [redacted] either on Mondays or Tuesdays, should you require any additional information.

MR:rc

Attachment

BEST COPY AVAILABLE

EXISTING PARTNERSHIPS WITH BUSINESS, LABOR & INDUSTRY

74

SITE & PARTNER	NATURE OF PARTNERSHIP (*Check One Box*)				NOTES ON PARTNERSHIPS
	Student Mentoring	Financial	Technical Advice	Other	
ADULT EDUCATION					
[redacted] Mall Association				Publicity rooms for classes	
[redacted] Chamber of Commerce				Business training	
[redacted] Convalescent Hosp.				✓	Pending work site literacy agreement.
[redacted] School Dist.				✓	Training for classified staff and testing services.
[redacted] Sheriff's Dept.		✓		✓	
COSUMNES ELEMENTARY					
Dr. [redacted] & Dr. [redacted]		✓	✓		Dental screening and dental work for needy students.

APPENDIX C
PARTNERSHIP FOR PROGRESS - LOCAL BUSINESSES
ADDRESS LISTING FORMAT

"PARTNERSHIPS FOR PROGRESS"

LOCAL BUSINESS

BUSINESS	CONTACT	PHONE	COMMENTS
Name Address City, State Zip	Name		

APPENDIX D
DESCRIPTION OF WHAT A CAREER PATH CLUSTER IS

Studies done by the National Center for Research in Vocational Education, conclude that curriculum and instruction needs to be modified at the secondary level to improve students transition between school and work. This redesign of curriculum and instruction has taken many forms. One form has been identified as "Career Paths". Career Paths allow students to prepare for the world of work by preparing for a broad spectrum of careers in clusters.

Students prepare for career clusters, by first understanding the nature of the career cluster through Career Education. Career Education provides the framework, or the road map for a student's career path. Students are then encouraged to participate in a series of courses that will provide them with the basis to be successful in a wide array of career opportunities within a career cluster. For example, in the Health Career Cluster, students will prepare by completing courses in Biology, Chemistry, Physics and other sciences, as well as participate in other courses designed specifically for the health field. Students would also then participate in specialized courses related to the Health Career Cluster. In a students last two years of their educational program, be allowed to participate in community activities related to their career path.

The career path concept is that it allows students to focus their attention upon a specific area of careers and to thereby see the connection between their school and work activities. Since all students, including the college bound and those who may enter the work force upon graduation, will participate in the same clusters. The career path concept, thereby, avoids tracking of low ability and high ability students in different classes. The career path concept has taken hold in districts throughout the United States and is similar to experiments with

connecting real-life experiences with schools that have occurred in the European educational systems.

APPENDIX E
BUSINESS SATISFACTION SURVEY

BUSINESS PARTNERSHIP SATISFACTION SURVEY

Name of Business_____

Contact Person_____ Date_____

Type of Partnership (Check all that apply):

___ Mentoring
___ Financial
___ Technical
___ Other _____

Involved in Partnership at: ___ school site; ___ multiple sites; ___ district level

Please rate satisfaction with the following aspects of the partnership: (1=poor; 2=satisfactory; 3=good; 4=excellent)

___ Communication between you and your educational partner.

___ Mutual benefit to both parties.

___ Recognition of your contribution.

Please rate satisfaction (using same scale) with aspects of education:

___ District's preparation of youth for the work force

___ District's provision of retraining assistance for your employees.

___ District's inclusion of business in developing educational programs.

Will you renew the partnership next year?

___ Yes ___ Not Sure ___ No.

If not, why?_____

Please relate your greatest needs as a local business and how you believe education might help: _____

_____

_____

_____

Thank you for your time!!

APPENDIX F

AUTHOR'S LOG

PARTNERSHIP FOR PROGRESS LOG

February 19, 1992	Established Partnership for Progress Committee; 10 a.m. to 12 noon. Met with Suzanne [redacted] from 2:00-4:00 p.m. to discuss the Partnership for Progress Committee, its sub-committee structure and implementation of objectives for the committee.
March 25, 1992	Met with Suzanne [redacted] to discuss the first Steering Committee Meeting which will be held on March 30, 1992 from 3:30 to 5:00 p.m. in the District Office Board Room. We discussed the agenda for the meeting and the need to build solid support for the project.
March 30, 1992	The first Partnership Steering Committee Meeting from 3:30 to 5:00 p.m.
April 1, 1992	A Partnership Meeting from 9:30 a.m. to 12 noon was assembled to discuss the process for developing a plan for implementation of the ideas that transpired at the meeting.
April 2, 1992	A subsequent meeting was scheduled from 3:30 to 5:00 p.m. on the same subject.
April 3, 1992	Another subsequent meeting was calendared from 1:00 to 3:30 p.m. to discuss the same subject.
April 7, 1992	Met and discussed partnerships from 10:00 a.m. to 1:00 p.m. as they pertained to Vocational Education and the Communication Connection Program. We were also preparing for the Elementary and Secondary Management Team Meetings where partnerships would be discussed and a presentation made on developing effective partnerships at the elementary and secondary level.
May 6, 1992	A presentation was given by Suzanne [redacted] and myself from 9:00 a.m. to 10:00 a.m. to the Secondary Management Team on developing effective partnerships at the secondary level.
May 22, 1992	Met with the [redacted] organization representative, Kelly [redacted] to discuss partnerships on a regional basis between regional business and the [redacted] School District.
June 1, 1992	Met with Carole [redacted] and Suzanne [redacted] at [redacted] Elementary to discuss the partnership

presentation at the Elementary Management Team.

June 17, 1992 — Suzanne [redacted], Carole [redacted] and myself made a presentation from 2:00 to 3:00 p.m. to the Elementary Management Team to discuss the development of partnerships at that level.

September 28, 1992 — Met with Bill [redacted] and the representatives from the IBM/[redacted] Health partnership 11:30 a.m. to 1:30 p.m. to discuss an active role for [redacted] School District in the regional partnership program.

October 12, 1992 — Met with Bill [redacted], Steve [redacted] and Suzanne [redacted] to discuss the results of the Partnerships for Progress activities for the past year and in a since, pass the baton to Bill [redacted] for the responsibilities for partnerships. It was clear from the meeting that most were very positive about our efforts and expected there to be a large expanse in our active partnerships between ourselves and business, labor and industry.

APPENDIX G

BOARD POLICY

[redacted] SCHOOL DISTRICT

86

Board Agenda Item

Agenda Item No.:_____

Supplement No._____

Meeting Date: 03/02/92

Subject: Board Policy for Partnerships

Division: Instruction

Action Requested:

The Board is asked to read for the first time the Board Policy for Partnerships.

Discussion:

The District has developed a task force called The Task Force for Developing Partnerships for Progress with the express purpose to create mutually beneficial partnerships between the District and local and regional business, labor and industry.

The task force, utilizing a list of local and regional employers, is developing a plan to create new and expand upon old successful partnerships between the District, business, labor industry and the District. An integral part of the plan is the development of a Board policy which encourages the development of effective partnerships between the District and its local and regional commercial establishments that will lead to developing District support for local business, as well as provide the District with the human and capital resources necessary to encourage a successful transition for students between school and work.

Financial Summary:

N/A

Prepared By: Mark Reid

Division Approval:_____

Prepared By:_____

Superintendent Approval:_____

[redacted] SCHOOL DISTRICT

87

Board Agenda Item

Agenda Item No.:_____

Supplement No._____

Meeting Date: 03/16/92

Subject: Board Policy for Partnerships

Division: Instruction

Action Requested:

The Board is asked to read for the second time and adopt the Board Policy for Partnerships.

Discussion:

The District has developed a task force called The Task Force for Developing Partnerships for Progress with the express purpose to create mutually beneficial partnerships between the District and local and regional business, labor and industry.

The task force, utilizing a list of local and regional employers, is developing a plan to create new and expand upon old successful partnerships between the District, business, labor industry and the District. An integral part of the plan is the development of a Board policy which encourages the development of effective partnerships between the District and its local and regional commercial establishments that will lead to developing District support for local business, as well as provide the District with the human and capital resources necessary to encourage a successful transition for students between school and work.

Financial Summary:

N/A

Prepared By: Mark Reid

Division Approval:_____

Prepared By:_____

Superintendent Approval:_____

PARTNERSHIP WITH BUSINESS, LABOR AND INDUSTRY

The Governing Board encourages representatives of private industry to participate with the schools in preparing our students for challenges they will met in the future. Working together as partners, business and the schools should seek to educate citizens who can contribute to the productive workforce on which our economy depends.

The Superintendent or designee shall invite local employers to serve on advisory committees, help design regular, vocational and technical programs, and provide needs assessments, program evaluations, and/or staff development for school managers and teachers. Businesses may also provide classroom assistance, individual tutoring, incentive and recognition programs, work experience opportunities, apprenticeship programs and employment opportunities. The Board recognizes that staff members need adequate time to plan these activities in cooperation with the business volunteers.

The Board also encourages private industries to contribute funds and equipment to further the district's educational programs. To prepare for an increasingly technological job market, students especially need access to equipment that meets current business standards.

The Board urges employers to further support the schools by recognizing their employees' needs as parents and supporting their involvement with their children's schools.

The Superintendent or designee shall ensure that staff, students, and parents/guardians have the opportunity to periodically assess the support which local businesses provide our schools. The Superintendent or designee shall regularly report these evaluations to the Board and recommend those individuals and/or businesses whose contributions merit Board commendation.

Legal Reference: EDUCATION CODE
35160 Authority of governing boards
35160.1 Broad authority of school districts
52376 High school vocational courses; requirements

Policy
adopted:

APPENDIX H

EXAMPLE OF LIST OF LOCAL BUSINESS

"PARTNERSHIPS FOR PROGRESS"

BUSINESSES LOCATED WITHIN THE

[redacted] SCHOOL DISTRICT

Prepared by:

Vocational Education/Educational Options

"PARTNERSHIPS FOR PROGRESS" - LOCAL BUSINESSES

BUSINESS	CONTACT	ADDRESS	PHONE	NOTES
[redacted] Glass		3317 Juliard Drive Suite 155 [redacted]	[redacted]5550	
[redacted]	Cathy Breckenridge	9643 Stockton Blvd. [redacted]	[redacted]-9748	
[redacted] Appliance Sales and Service	Earl Feltenberger	4710 Franklin Blvd. [redacted]	[redacted]-8413	
[redacted] Pool Service	John Rossell	5230 Olivehurst Way [redacted]	[redacted]-1957	
[redacted] Carpet and Upholstery Cleaning	Darren Dockter	8768 Via Alta Way [redacted]	[redacted]-7169	
[redacted] Apraisal Services	Archie A. Morse	9681 Melrose Avenue [redacted]	[redacted]9060	
[redacted] Blinds and Curtains	Mr. Fred Arnold	6326 Florin Road [redacted]	[redacted]-5553	
[redacted] Technical and Trade Schools	Jack A. Smith	P.O. Box 1495 [redacted]	[redacted]-1422	
[redacted] World Asphalt	Norm Pugh	10144 Waterman Road [redacted]	[redacted]-2270	
[redacted] Hardware	Mariann Renci	9021 Grantline Road [redacted]	[redacted]-4650	
[redacted] Hardware	Curtis Sharp	5310 Franklin Road [redacted]	[redacted]3057	
[redacted] Plumbing	David Walters	4405 Franklin Blvd. [redacted]	[redacted]8846	

[redacted] Construction
8754 Deador Court
[redacted]

Bryan Zehnder [redacted]-6829

105

106

APPENDIX I

TASK FORCE AGENDAS

PRELIMINARY STAFF MEETING

for

Partnership For Progess Meeting

February 19, 1992

AGENDA

I. Welcome / Introductions

II. Purpose of the Meeting - (Discussion of Partnership For Progress Committee)

A. Outline of Goals for Partnership For Progress Program

B. Role of the Partnership For Progress Steering Committee

III. Partnership For Progress Committee

A. Selection of Members

B. Meeting, Dates & Places

C. Sub-Committee Structure

D. Objectives of the Committee

IV. Input from Staff

V. Input of Issues Not On Agenda

VI. Adjourn

SUB COMMITTEE FOR THE DEVELOPMENT

OF

THE PARTNERSHIP COMMITTEE

March 25, 1992

AGENDA

I. Welcome / Introductions

II. Discussion of Final List of Committee Members

III. Discussion of the Agenda from the First Meeting

IV. Discussion of Sub-Comittee's Membeship

V. Input of Items Not On Agenda

VI. Adjourn

PARTNERSHIP COMMITTEE MEETING

March 30, 1992

AGENDA

I. Welcome / Introductions

II. Membership Discussion of Experience with Partnerships

III. Discussion of the Partnership For Progress Proposal

IV. Role of the Steering Committee in Partnership For Progress Program

- A. Advisory Role
- B. Support for New and Expanded Partnerships
- C. Providing Expertise for Other School Sites
- D. Participation in Sub-Committees
- E. Discussion of New Meeting Dates
- F. Discussion of Meetings for Sub-Committees

V. Brief Presentation on Developing Partnerships by Suzanne Swendiman

VI. Discusion of the Capital Connection: A Regional Partnership Between Business, Labor and Industry and Education in the Sacramento Area

VII. Input From Staff

VIII. Adjourn

PARTNERSHIP FOR PROGRESS SUB-COMMITTEE MEETING

ON

"Increasing Business Partnerships"

April 1, 1992

AGENDA

I. Welcome / Introductions

II. Discussion of Existing Partnerships - (Distribution of Business List)

III. Preparation For Presentations a Elementary and Secondary Management Teams

- A. Discussion Existing Format
- B. Development of Overheads for Presentation
- C. Material Collection for Meeting

IV. Discussion of Items Not On The Agenda

V. Next Meeting Times

VI. Input From Staff

VII. Adjourn

APPENDIX J

STAFF DEVELOPMENT PRESENTATION

ELEMENTARY MANAGEMENT TEAM
JUNE, 1992
SPEECH ON: DEVELOPING PARTNERSHIPS BETWEEN SCHOOL SITES AND BUSINESS, LABOR AND INDUSTRY

I. Introduction

A. Discussion of the need for partnerships

B. Types of partnerships

C. Developing a partnership

D. Summary of what we will provide for you today

II. The need for business partnerships

A. Employer, labor union support for education (building better perceptions of each other)

B. Providing technological equipment

C. Providing mentorships for students

D. Supporting our business in an international market place.

III. Types of Business Partnerships

A. List of business partnerships

B. Discussion of the types of partnerships

C. Other kinds of partnerships

IV. Developing Business Partnerships

A. Initial Planning

1. Needs Assessment

2. Resource Assessment

3. Networking

B. Strategy for Partnerships

1. Formulating of a Plan

2. Written Policy Statement

3. Vehicle for Communication

a. Making Contracts

b. Using School Personnel

c. Using Parents

d. Understanding Companies

4. Vehicle for Group Process - Partnership Team Approach

5. System for Problem Resolution

6. Follow Up Activities

a. Providing business leaders reward for participation (Certificates, Board Recognition, etc.)

7. Maintaining Personnel Contact with the Contributor/Mentor

C. Implementation

1. Compromise and Cooperation (Partnership Agreement)

2. Leadership (Person Takes Lead)

3. Personnel (Support)

4. Time (Allocate)

5. A Simple Beginning (Build from small beginning)

6. Funding (In some cases)

7. Legal Assistance (In some cases)

8. Complete the Agreement (Close the sale)

E. Evaluation

1. Why Evaluate

2. Simple to Implement

3. On-going

V. Summary

A. We will provide for you a list of existing partnerships (When all forms are returned)

B. A list of the business in the [redacted] School District area (Which we are providing today)

C. We'll return if needed and provide another presentation, if needed and provide another presentation in more detail.

D. With a telephone call -- we will provide assistance to you either by Suzanne or myself.

E. We'll provide support in writing grants to develop partnerships if needed.

EXAMPLES OF PARTNERSHIPS BETWEEN SCHOOLS & THE COMMUNITY

I. Parent

- A. PTSA
- B. Boosters
- C. Steering Committees
- D. Parent Informational Meetings
- E. Parent Conferences

II. Business

- A. Lecturers in School
- B. School Curriculum Committees
- C. Tutors
- D. Careers Days
- E. Student Internships
- F. Summer Employment - Students and Teachers
- G. In-Service for Teachers
- H. Adopt-a-School
- I. Equipment
- J. Mentors
- K. Occupational Training
- L. Coalitions/Political Clout
- M. Showcase Student Work
- N. Scholarships
- O. Activity Sponsors
- P. Academic Competitions
- Q. Field Trips

III. Community Agencies

- A. Tutors
- B. Integration of Human Services
- C. Shared Information/Resources
- D. Opportunity for Students to Do Community Service
- E. Schools as Community Centers
- F. Parent Counseling/Training
- G. Student Counseling
- H. Mentors
- I. Recreation on Campus
- J. Health Care
- K. Testing/Analysis/Diagnosis
- L. Teen Pregnancy/Parenthood Counseling and Assistance
- M. Life Management Skills

DEVELOPING PARTNERSHIPS BETWEEN SCHOOL SITES AND BUSINESS, LABOR AND INDUSTRY

JUNE, 1992

I. Introduction

A. Discussion of the need for partnerships

B. Types of partnerships

C. Developing a partnership

D. Summary of what we will provide for you today

II. The Need for Business Partnerships

A. Employer, labor union support for education (building better perceptions of each other)

B. Providing technological equipment

C. Providing mentorships for students

D. Supporting our business in an international market place

III. Types of Business Partnerships

A. List of business partnerships

B. Discussion of the types of partnerships

C. Other kinds of partnerships

IV. Developing Business Partnerships

A. Initial Planning
   1. Needs Assessment
   2. Resource Assessment
   3. Networking

B. Strategy for Partnerships

   1. Formulating of a Plan
   2. Written Policy Statement
   3. Vehicle for Communication
      a. Making Contracts
      b. Using School Personnel
      c. Using Parents
      d. Understanding Companies
   4. Vehicle for Group Process - Partnership Team Approach
   5. System for Problem Resolution
   6. Follow-up Activities
      a. Providing business leaders reward for participation
   7. Maintaining Personnel Contact with the Contributor/Mentor

C. Implementation

   1. Compromise and Cooperation
   2. Leadership
   3. Personnel
   4. Time
   5. A Simple Beginning
   6. Funding
   7. Legal Assistance
   8. Complete the Agreement

E. Evaluation

   1. Why Evaluate?
   2. Simple to Implement
   3. On-going

V. Summary

A. We will provide for you a list of existing partnerships.

B. A list of the businesses in the Elk Grove Unified School District area.

C. We'll return if needed and provide another presentation in more detail.

D. With a telephone call -- we will provide assistance to you.

E. We'll provide support in writing grants to develop partnerships if needed.

SECONDARY MANAGEMENT TEAM
MAY 6, 1992
SPEECH ON: DEVELOPING PARTNERSHIPS BETWEEN SCHOOL SITES AND BUSINESS, LABOR AND INDUSTRY

I. INTRODUCTION

A. Mark introduces Suzanne [redacted], Vice Principal, [redacted] High School and Member of the [redacted] Chamber of Commerce

B. Describe the presentation that is:

... Discussion of need for partnerships

... Types of partnerships

... Developing a partnership

... Summary and What we will provide for you today

C. The need for business partnerships

1. Employer, labor union support for education (building better perceptions of each other)

2. Providing technological equipment

3. Providing mentorships for students

4. Supporting our business in an international market place.

II. Types of Business Partnerships

A. Suzanne distributes her list

B. Discussion of Suzanne's list of the types of partnerships

C. Ask for other kinds of partnerships that principals may suggest

1. Compromise and Cooperation (Partnership Agreement)
2. Leadership (Person Takes Lead)
3. Personnel (Support)
4. Time (Allocate)
5. A Simple Beginning (Build from small beginning)
6. Funding (In some cases)
7. Legal Assistance (In some cases)
8. Complete the Agreement (Close the sale)

D. Evaluation

1. Why Evaluate
2. Simple to Implement
3. On-going

IV. Summary

A. We will provide for you a list of existing partnerships (When all forms are returned)

B. A list of the business in the [redacted] School District area (Which we are providing today)

C. We'll return if needed and provide another presentation, if needed and provide another presentation in more detail.

D. With a telephone call -- we will provide assistance to you either by Suzanne or myself.

E. We'll provide support in writing grants to develop partnerships if needed.

APPENDIX K

PUBLIC WORKS PRESENTATION

CHECK IT OUT!

DON'T WASTE YOUR TIME!

Public Works will be at
[redacted] High School
Thursday, March 19, 1992

If You Are Interested In:

- ✔ Engineering
- ✔ Planning
- ✔ Environmental Analysis
- ✔ Maintenance
- ✔ Computer Aided Drafting
- ✔ Aerial Photography/Mapping
- ✔ Surveying
- ✔ Secretary
- ✔ Student Assistant

WE HAVE A CAREER OPPORTUNITY FOR YOU!

126 [redacted] Public Works Association

APPENDIX L

ADULT EDUCATION ANNOUNCEMENT

BEST COPY AVAILABLE

SPECIAL ANNOUNCEMENT!

Training opportunities for local business!!

Beginning November 9, 1992, the Adult Education Department of the [redacted] School District is offering business and technology training in the following areas:

COMPUTER TRAINING

- *Typing
- *Computer Education
- *Computer Keyboarding
- *EXCEL
- *Introduction to Windows
- *Introduction to WordPerfect
- *Intermediate WordPerfect
- *Desktop Publishing
- *Object Oriented Programming
- *PC Trouble Shooting

BUSINESS

*Small Business Management--How To Start Your Own Business

SPECIAL SEMINARS

November 12, 1992--*"The [redacted] Economy--Will Growth Return?"*
Dan [redacted], publisher, Business Journal

November 24, 1992--*"Business Crime Prevention--Shoplifting & Robbery"*
Tom [redacted] Co. Sheriff Department

December 3, 1992--*"Total Quality Management--An Overview"*
Ken [redacted] Council on Total Quality Management

January 15, 1993--*"[redacted] OSHA--Focus on SB 198--Employee Injury and Illness Prevention Program*
Mike [redacted] OSHA Consulting

February 22, 1993--*"Personnel Management & ADA (American Disabilities Act)*
Jacquie [redacted], Richman Williams, Inc.

For registration and further information regarding these offerings, contact the Adult Education Department, [redacted], or the [redacted] Chamber of Commerce, [redacted]